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| **SMALLWOOD PRIMARY ACADEMY- AUTUMN TERM 2025-2026 CURRICULUM OVERVIEW** | | | | | | |
|  | **EYFS** | | **YEAR 1** | | **YEAR 2** | |
| **AUTUMN 1** | **AUTUMN 2** | **AUTUMN 1** | **AUTUMN 2** | **AUTUMN 1** | **AUTUMN 2** |
| **Topic Name** | **Friendship & Animals** | **Celebrations** | **Changes within living memory.** | **From Asia to Australia!** | **The landscapes that form our world.** | **From Queen E to Queen V!** |
| **Humanities** | **Understanding the world- History**  Begin to make sense of their own life story and family’s history | **Understanding the world- Geography**  People, culture and communities | History- changes to toys, book, games and food within living memory | Geography- locating the seven continents and exploring their human and physical features | Geography- Comparing and contrasting villages, towns and cities and their human/ physical features | History- Comparing and contrasting Queen Elizabeth I and Queen Victoria and developments in Britain during their reign |
| **English (quality text)** | **The Something**  Graphical user interface  Description automatically generated | **Little Glow** | **Old Bear** | Graphical user interface, website  Description automatically generated**There’s a Tiger in the garden** | **A River**  Graphical user interface, application  Description automatically generated | **The King who banned the dark**  Graphical user interface, application  Description automatically generated |
| **Maths** | **Number**  Match & sort  Compare amounts  **Measure, space & spatial thinking**  Compare size, mass & capacity  Exploring pattern | | Place Value | Addition and Subtraction | Place Value | Addition & Subtraction |
| **Science** | **Understanding the world**  Animals including humans | **Understanding the world**  Seasonal Changes (energy) | Materials | Energy (seasonal change) | Using Materials | Healthy Animals |
| **PE** | Gymnastics (In the jungle) | Ball Skills | Dance (toys) | Skill acquisition/ application (movement, running & jumping) | Gymnastics (landscapes & cities) | Skill acquisition (attacking & defending) |
| **Computing** | Getting used to a computer | | Technology All Around Us | Digital Painting | Information Technology All Around | Digital Photography |
| **No Outsiders** | To make friends with someone different. | To say what I think. | To recognise that people are different ages. | To understand that I share the world with lots of people. | To understand what diversity is. | To understand how we share the world. |
| **Art** | **Expressive Art & Design**  **Painting**  Colours  (Kandinsky)  **Collage**  Faces from natural materials | **Expressive Art & Design**  **Painting/ Sculpture**  (fireworks/ Diwali candles) | **Drawing and Painting Skills** *Portraits*  (Van Gogh, Paul Klee, Andy Warhol) | - | **Drawing and Painting skills** *Landscapes*  (Hundertwasser) | - |
| **D & T** | **Physical development/ fine motor skills**  Using scissors, play dough animals | **Food Tasting from different continents** | - | **Cooking and nutrition:** preparing, tasting and evaluating fruit and vegetables from different continents | - | **Structures:** designing and constructing a throne for a monarch. |
| **RE** | **Christianity**  Christenings/ baptism | **Christianity**  The Christmas Story | **Cross Religious**  -God as creator, in Christianity, Judaism and Islam  -Shabbat  -Harvest Festival | **Christianity/ other**  -Incarnation/ Nativity  -Character analysis  -Christmas church celebrations | **Christianity/ other**  -Bible stories  -Stories from another religion | **Christianity**  -Jesus as King  -Why does Christmas matter to Christians? |
| **PSHE/ SRE** | **Getting to know school**  \*Road Safety\* | **Good friend**  \*Fire Safety\* | **Getting to know you/ Class Rules**  \* Road Safety\* | **Tales that teach us**  \*Fire Safety\* | **Celebrating Diversity**  \* Road Safety\* | **Tales that teach us**  \*Fire Safety\* |
| **Music** | -Listening & responding to rhymes and songs  -Explore and engage in music making/ dance | -Listening & responding to rhymes and songs  -Explore and engage in music making/ dance | -Singing a variety of songs  -Pitch (high/low)  -Pulse (exploring sounds) | -Performing chants  -Playing repeated patterns  -Using symbols to represent sounds | -Performance (creating rhythms)  -Stick notation to reflect pitch/ dynamics | -Simple structure of sounds  -Creating rhythms using simple word phrases  -Understanding how sounds depict different moods  -Dot notation |
| **French** | -Simple greetings and name  -Numbers 0-10  -Animals/ pets | -Colours  -Basic body parts  -Christmas vocabulary | -Greetings  -Numbers 0-20  -Revision of colours  -Toys | -Numbers 0-20  -Colours for fruit  -Revision of body parts  -Christmas vocabulary | -Numbers 0-30  -Colours (describing more than 1 colour)  -What do we see in a town? | -Age, months of the year & birthdays  -Christmas vocabulary |
| **Forest School** | -Collect twigs and sticks to write name  - Use natural materials to make the numbers to 20.  -Clay hedgehogs  -Leaf rubbing/ printing | -Firework art with natural resources  -Fire: fire safety & toasting marshmallows | -Mud face sculptures  -Leaves, nature self-portrait  -Learn to carry sticks safely/ story telling with sticks  -Fire: fire safety & toasting marshmallows  ***Outdoor Adventurous Activities*** | -‘Big Art’ to make the seven continents/animals from different continents  -‘Big Art’ to make landmarks from different continents  -Welly walk  ***Outdoor Adventurous Activities*** | -Welly walk to local farm  -Build a lean-to den (to include work with leaves)  -Fire & smores  ***Outdoor Adventurous Activities*** | -Drawing real natural objects such as flowers, pinecones, feathers etc. (explore using shading and pattern to add texture).  -Collect natural resources to make a crown for a monarch  ***Outdoor Adventurous Activities*** |
| **Educational Visits/ Experiences** |  | Christmas surprise/ Christmas production (New Vic Theatre) | Grandparent/ Great grandparent interviews | Visitors from different continents  Christmas production (New Vic Theatre) | Local farm visit/ environment welly walk | Christmas production (New Vic Theatre) |

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|  | **YEAR 3** | | **YEAR 4** | |
| **AUTUMN 1** | **AUTUMN 2** | **AUTUMN 1** | **AUTUMN 2** |
| Topic Name | **Water, weather & climate** | **Stone Age to Iron Age** | **Ancient Greece** | **The Arctic** |
| Humanities | Geography- the water cycle, weather, climate and river study | History- changes in Britain from the Stone Age to the Iron age | History- a study of Greek life and their achievements/ influence on the western world | Geography- Comparing and contrasting the North Pole with deciduous woodland |
| English (quality text) | **The Rhythm of the rain**  Graphical user interface, text  Description automatically generated | **Stone Age Boy/ How to wash a woolly mammoth** | **Leo and The Gorgon’s Curse**  A screenshot of a computer  Description automatically generated | **Leaf**  Graphical user interface, text, application  Description automatically generated |
| Maths | Place Value | Addition & subtraction | Place Value | Addition & subtraction |
| Science | Keep | Light and Shadow | Chewing, Churning and Chains (digestive system, teeth and food chains) | Freezing and Melting |
| PE | Invasion Games (tag rugby) | Gymnastics (shape) | Invasion Games (tag rugby)  Swimming | Gymnastics (shape & balance)  Swimming |
| Computing | Connecting Computers | Stop Frame Animation | The Internet | Auto Production |
| No Outsiders | To be proud of who I am | To understand what ‘discrimination’ means. | To understand why people choose to get married. | To overcome language as a barrier. |
| Art | **Painting**  To understand and explore how Monet used light and colour to create impressions of the River Thames.  (Claude Monet) | - | **Printing**  Greek pottery/ ceramics  (Clarice Cliff) | **Sculptures**  Land sculptures  (Andy Goldsworthy) |
| D & T |  | **Cooking & nutrition:** healthy and varied diets (compare with the Stone Age) | - | - |
| RE | **Cross Religious**  -God the creator in Christianity, Judaism and Islam  -Buddhism | **Christianity**  -Incarnation  -How was Jesus welcomed compared to babies today? | **Christianity**  -Key Bible texts  -Commandments and rules in other religions | **Christianity**  -Jesus as King & saviour  -Jesus as part of the Trinity  -Holy Spirit  -Concepts of God, e.g. humanism |
| PSHE/ SRE | **Getting to know you/ setting rules**  \*Road Safety\* | **Home Life**  \*Fire Safety\* | **Ethical Reasoning**  \*Road Safety\* | **Community**  \*Fire Safety\* |
| Music | -Composing music in response to different stimuli  -Rhythm grids  -Combining sounds to create different moods | -Singing songs in unison from varying styles  -Performing on tuned percussion | -Introducing singing in harmony  -Introducing rhythmic notation  -Looking at key features of different genre of music | -Introducing singing in harmony  -Introducing rhythmic notation  -Looking at key features of different genre of music  -Using rhythmic notation  -Composing simple lyrics |
| French | -Weather & weather maps  -Months & seasons | -Alphabet  -Numbers 0-50  -Christmas vocabulary | -Transport  -Numbers 0-60 | -Interest & hobbies  -Christmas vocabulary |
| Forest School | -Make a water filter  -Welly walk  -Fire: striking with a fire-steel  ***Outdoor Adventurous Activities*** | -Look at different knots, focussing on stage 1 of the overhand knot system (use to build a den)  -Make stone age style weapons using sticks, stone and rope/ Stone Age fire  -DIY charcoal paint for ‘cave painting’  ***Outdoor Adventurous Activities*** | -Assisting fire lighting  -Den building  -Greek architecture: design and create Greek style column using natural materials  ***Outdoor Adventurous Activities*** | -Welly walk  -Use natural resources to make sculptures & patterns in the style of Andy Goldsworthy  -Christmas craft using natural materials  ***Outdoor Adventurous Activities*** |
| Educational Visits/ Experiences | - | Stone Age workshop  Christmas production (New Vic Theatre) | - | Christmas production (New Vic Theatre) |

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|  | **YEAR 5** | | **YEAR 6** | |
| **AUTUMN 1** | **AUTUMN 2** | **AUTUMN 1** | **AUTUMN 2** |
| Topic Name | **Save our Planet!** | **Ancient Maya** | **Frozen Kingdom (Antarctica)** | **World War II** |
| Humanities | Geography- sustainability, global warming and natural resources | History- A study of Ancient Maya | Geography- A study of Antarctica and its human and physical features (compare and contrast with the Arctic) | History- extending pupils’ knowledge beyond 1066 by looking at the causes of WW II and changes in Britain during the Blitz |
| English (quality text) | **Greta and the Giants**  Graphical user interface, website  Description automatically generated | **Rain Player**  A computer screen shot of a computer  AI-generated content may be incorrect. | **Shackleton’s Journey**  Graphical user interface, website  Description automatically generated | **Rose Blanche** |
| Maths | Place Value | Addition & Subtraction | Place Value  Addition & Subtraction | Addition & Subtraction  Multiplication & Division |
| Science | Materials and our impact on the planet | Lifecycles | Light | Electricity |
| PE | Dance (Eco Dance) | Invasion Games (netball) | Invasion Games (hockey) | Dance (WWII/ Through the decade) |
| Computing | Systems and Searching | Video Production | Communication and Collaboration | Webpage Creation |
| No Outsiders | To recognise when someone needs help. | To learn from our past. | To stand up to discrimination. | To justify my actions. |
| Art | - | **Ceramics**  Tiles/ Maya Temples | **Painting**  Antarctica landscapes  (Van Gogh/ David Rosenthal) | **Printing (collagraph)**  Poppies to represent war |
| D & T | **Circuits-** solar powered light |  |  |  |
| RE | **Hinduism: Sanatana & Dharma**  -Gods  -Symbols  -Divali  -Stories of Vishnu, Rama, Sita | **Christianity/ Other**  -Key texts in the Bible  -Kingdom of God  -Temptations of Jesus  -Kingdom parables | **Hinduism: Sanatana & Dharma**  -Recap concept of God  -Reincarnation/ karma  -Life after death  -Vegetarianism | **Christianity**  -God in hard times  -Peace, worship, prayer  -Old Testament prophecies (Jesus’ birth) |
| PSHE/ SRE | **Cultural Diversity**  \*Road Safety\* | **Cultural Diversity**  \*Fire Safety\* | **Conflict**  **The Rule of Law**  \*Road Safety\* | **Community**  \*Fire Safety\* |
| Music | -Composing melodies on tuned percussion  -Composing a short, structured piece of music  -Musical chords | -Extending rhythmic notation (naming)  -Time signatures | -Following stave notation  -Composing melodies using major and minor scales | -Composing music for a particular occasion  -Using music technology |
| French | -At home  -Numbers 0-80  -Vocabulary linked to sustainability | -Interest & hobbies (more complex)  -Christmas vocabulary | -Alphabet (spelling words)  -Places in a town | -Numbers 0-100  -Directions  -Christmas vocabulary |
| Forest School | -Go on a litter hunt around the local area.  -Reusing rubbish to make plant pots  -Assisted cooking on a fire  ***Outdoor Adventurous Activities*** | -Use natural resources to create jewellery inspired by West Africa  -Den building  ***Outdoor Adventurous Activities*** | -Making shell fossils (Link to Antarctica fossils)  -Welly Walk  ***Outdoor Adventurous Activities*** | -Build a den in the style of an Anderson shelter  -Alan Turing ‘code cracking’ treasure hunt  -Christmas craft using natural materials  ***Outdoor Adventurous Activities*** |
| Educational Visits/ experiences | **-** | Christmas production (New Vic Theatre) | **Residential** | Christmas production (New Vic Theatre) |